

Comprehension task (through either Writing or Speaking) - Receptive Skill

Objective B: Comprehending written and visual text

- read for specific purposes and respond to show understanding
- interpret visual text that is presented with written text
- engage with the text by supporting opinion and emotional response with evidence and examples from the text

Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the written and visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

Possible prompts consist of Written text + Visual Text

Infographic, Poster, Recipe, Menu, Advertisement, Blog article, News article, Brochure, Postcard, Magazine article, Graphic novels, Flyer, Cartoon, symbols and signs, Leaflets, interviews, instructions and guidelines, Story, Photo with caption

Conventions in this task might include, but not limited:

Colour, heading and subtitles, composition, layout, costume, design, font and size, illustration, image, logos, symbols, signs

PHASE	Strand of the criterion	Question types
PHASE 1	<p>Identify basic facts, messages, main ideas and supporting details</p> <p><i>*Identify: Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.</i></p>	<p>Questions -using “What”, “Who”, “Where”, “When”—to ask for factual information in texts.</p> <p>Include questions using verbs such as: identify; list; name; select; describe; label; match; draw; define; locate; state information</p> <p>Suitable question types for this phase may include:</p> <ul style="list-style-type: none"> • true or false exercises • multiple-choice questions • short-answer questions (for example “In one sentence describe...”) • table-filling exercises • gap-filling exercises • word matching: <ul style="list-style-type: none"> - words from the texts with synonyms, antonyms or definitions; - summary sentences with different parts of the texts; - two halves of one sentence; - ideas or sequences with pictures; - a person with a statement.

		<p>Questions could include:</p> <ul style="list-style-type: none"> • Describe the visual text using your own words. • Describe the main character. • What do you think the poster is trying to tell you? • Describe what you see/feel? • What does Bob think of school? (Ensure this information is stated in the passage.) • Give three examples to support the fact that Katy doesn't like science class. • What are the three facts from the text?
	<p>Identify basic facts, messages, main ideas and supporting details</p> <p><i>*Identify: Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.</i></p>	<p>Questions—using “What”, “Who”, “Where”, “When”—to ask for factual information in texts.</p> <p>Include questions using verbs such as: identify; list; name; select; describe; label; match; draw; define; locate; state information</p> <p>Suitable question types for this phase may include:</p> <ul style="list-style-type: none"> • true or false exercises • multiple-choice questions • short-answer questions (for example “In one sentence describe...”) • table-filling exercises • gap-filling exercises • word matching: <ul style="list-style-type: none"> - words from the texts with synonyms, antonyms or definitions; - summary sentences with different parts of the texts; - two halves of one sentence; - ideas or sequences with pictures; - a person with a statement. <p>Questions could include:</p> <ul style="list-style-type: none"> • Describe the visual text using your own words. • Describe the main character. • What do you think the poster is trying to tell you? • Describe what you see/feel? • What does Bob think of school? (Ensure this information is stated in the passage.) • Give three examples to support the fact that Katy doesn't like science class. • What are the three facts from the text?

	<p>Recognize basic aspects of format and style, and author's purpose for writing</p> <p><i>*Recognize: Identify through patterns or features.</i></p>	<p>Questions could include:</p> <ul style="list-style-type: none"> • Identify features of the text (register, choice of words, style) • What kind of visual text is it? (A poster, website, recipe, an advertisement, an article in a newspaper or magazine, or writing on a webpage. Give examples from the text that tell you this.) • What is the purpose of the text? (to inform, persuade, describe, tell) • Identify the type of text and its basic components • In two sentences, describe this text in terms of structure and what it is about. (The answer could be something like: "It's an advertisement. It's to inform customers about seasonal sales.")
	<p>Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text</p> <p><i>*Identify: Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.</i></p>	<p>The student's response must be relevant to the text or be able to be deduced from information in the text.</p> <ul style="list-style-type: none"> • Why do you think...? • How would you feel if this happened to you? • Have any of the events in this story ever happened to you? • Would you like to be [character in the text]? Why? Why not? • How is your family the same or different to the one in this picture? • What is the advertisement perusing you to do? • Do you know any people like the ones in this scene? • Do you have pets? What do you think is the best way to protect animals? • What is another way the story could have ended? • Is there a lesson to learn in this story? What is it? • How are you like that character? How are you different? • What could be another name for this story?
PHASE	Strand of the criterion	Question types
PHASE 2	<p>Identify basic facts, messages, main ideas, supporting details and draw conclusions</p> <p><i>*Identify: Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.</i></p> <p><i>*Recognize: Identify through patterns or</i></p>	<p>Questions-using "What", "Who", "Where", "When"—to ask for factual information from straightforward and factual parts of the text and "Why" and "How" to draw some simple conclusions.</p> <p>Questions relating to stated information or opinions, and details that support the main idea of the text.</p> <p>Include questions using verbs such as: identify; list; name; select; describe; state; match; classify; outline; put in order; classify; explain; sequence; give examples.</p>

	<p><i>features.</i></p>	<p>Suitable question types for this phase may include:</p> <ul style="list-style-type: none"> • true or false exercises • multiple-choice exercises • short-answer questions (for example, “In one short sentence describe...”) • table-filling exercises • gap-filling exercises • word matching: <ul style="list-style-type: none"> - words from the texts with synonyms, antonyms or definitions; - summary sentences with different parts of the texts; - two halves of one sentence; - ideas or sequences with pictures; - a persona with a statement <p>Questions could include:</p> <ul style="list-style-type: none"> • What does Bob think of school? (Ensure this information is stated in the passage.) • Give three examples to support the fact that Katy doesn’t like science class. • In two sentences, describe what this text is about. (Answer could be something like: “It’s a cartoon picture about a character called Bobby and his day at school.”) • Describe the picture using your own words. • What do you think the poster is trying to tell you? • Describe what you see/feel? • What was the problem? • What could you think could of happened next...? • Can you provide a definition for...?
	<p>Recognize basic aspects of format and style, and author’s purpose for writing</p> <p><i>*Recognize: Identify through patterns or features.</i></p>	<p>Questions could include:</p> <ul style="list-style-type: none"> • Why has this text been created? What are some features that make you think this? (layout, structure, choice of words, repetition) Does the text present an idea or information about something? <p>Students are also expected to <u>deduce</u> the meaning of words from their visual context or identify the type of visual text and its purpose and audience.</p> <ul style="list-style-type: none"> • Briefly describe the layout. • In two sentences, identify the type of visual and its basic purpose.

	Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text <i>*Identify: Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.</i>	Questions could include: <ul style="list-style-type: none"> • Do you agree or disagree with what Mr. Jones did/felt? Why? • After reading the article do you think...? Justify your response with information from the text. • Why is it better for animals to be left in their natural habitat rather than be shifted to other places? Support your answers with information from the text. • Did he or she make the right decision? Explain. • What is another way the story could have ended? • What does the text remind you of?
PHASE	Strand of the criterion	Question types
PHASE 3	Show understanding of information, main ideas and supporting details and draw conclusions <i>*Show: Given the steps in a calculation or derivation.</i>	<p>Include questions using verbs such as: retell; paraphrase; explain; give examples; describe; summarize; draw conclusions; classify; sequence; illustrate; interpret; compare.</p> <p>It could still be appropriate to include some of the following types of questions:</p> <ul style="list-style-type: none"> • multiple-choice questions • short-answer questions (for example, "In one short sentence describe...") • gap-filling exercises • word matching: • word matching: <ul style="list-style-type: none"> - words from the texts with synonyms, antonyms or definitions; - summary sentences with different parts of the texts. <p>Questions could include:</p> <ul style="list-style-type: none"> • What two main ideas is the writer communicating/expressing? • Based only the information given in the text, do you think this new medical procedure is ready to be tested on people? Explain, making direct reference to the text. • What did you conclude from the text? • Could this have happened in...? • Can you group by characteristics such as...? • What factors would you change if...? • Would this information be useful if you had a...? • Do you know another instance where...? • Give two pieces of evidence that this is a modern/old/multicultural story? • What is the author attempting to illustrate through this passage? • Which of the following best summarizes the passage? • Which of the following best describes one of the

	<p>main ideas_____?</p> <p>Understand basic conventions including aspects of format and style, and author's purpose for writing</p> <p><i>*Understand: Comprehend the meaning or significance of something and explain it in a different way.</i></p>	<p>Questions could include:</p> <ul style="list-style-type: none"> • What is the setting? • What is the mood? Which words/phrases tell you that...e.g. the setting is spooky • What type of story is the text? Give two reasons why you think this? • Through whose eyes is the story told? • What is the primary purpose of the text? • Questions about the features of the text and its effect • Explain why the writer has decided to...? • I wonder what was in the author's mind here? • What do you think these words/symbols mean and why do you think the writer choose them? • Look at the descriptions of 3 people. Who is most likely to buy this book? • In what kind of magazine would you expect to find an article like this? • The author cites..., in order to... • Which of the following best describes the reason the author...?
	<p>Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text based on personal experiences and opinions</p> <p><i>*Identify: Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.</i></p>	<p>Questions could include:</p> <ul style="list-style-type: none"> • What is creator's attitude towards the topic? • What can you tell the viewpoint of the author? • Express a personal response to events, ideas, characters, messages in the text and explain why they think or feel that way. • What is the focus of the text? How does it make you feel about...? • What do we learn/find out the culture of...from the text? • What would you have done if you were...? • What do you think was interesting about _____? • Tell an opinion from the text.
PHASE	Strand of the criterion	Question types
PHASE 4	<p>Construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions</p> <p><i>*Construct meaning: Create an understanding about something; infer and interpret facts, an opinion, an idea or an event that</i></p>	<p>Questions should ask students to identify and infer facts, an idea or an event, implied opinions and attitudes within the text. It is necessary to remind students that their detailed explanation, or reference to the text, is very important.</p> <p>Include questions using verbs such as: rephrase; paraphrase; explain, give examples, illustrate; summarize; draw conclusions; infer; discuss; restate; predict; interpret; report; conclude</p> <p>Suitable question types for this phase may include:</p>

	<p><i>recognize trends and draw conclusions from given information.</i></p>	<p>about...? How does the writer make us think/agree/feel sad or shocked/understand?</p> <ul style="list-style-type: none"> • The author has purposefully talked about the flood before talking about the storm. Why do you think he did this? • How does the layout help...? • Why are words mis-spelt in this comic? • What words give you that impression? • How has the author used to make the text interesting? • How do the pictures help you to understand, e.g. the behavior of characters? • Was the text trying to...? e.g. persuade you to buy a product? • What is the function of....? • The producer/creator has purposefully used black and white in the picture. Why do you think he or she did this? What is the setting of the image? • Who is the intended audience of this poster? How do you know? • How is the information in the text organized? Does it use symbols, foreground images, columns, categories, headings, text boxes, diagrams to help you access the information?
	<p>Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text based on personal experiences and opinions</p> <p><i>*Identify: Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.</i></p>	<p>Questions could include:</p> <ul style="list-style-type: none"> • The attitude of the author of the passage toward X is best described as one of.. • What conclusions are drawn? Give examples in the text that help you think this. • What evidence or examples does the writer give to support his or her opinion, argument, ideas, viewpoint? • Would you recommend this book to someone else? Why? Why not? • Do you agree with ...'s opinion? Explain. • What can you tell about the viewpoint of the author? • What does the author think about...? • What is your opinion? What evidence do you have to support your view? • Using evidence from the text can you tell me what you feel about...? • Based on what you read, what do you think about...? • What would this character think about...? (possibly a present day issue) • Would you recommend this film/graphic novel/website to someone else? Why? Why not? • Can you relate to the images presented? Are they familiar to you? What can we learn or discover about life as a young person in...? • The author of the passage would be most likely to

		<p>agree with which of the following?</p> <ul style="list-style-type: none"> Which of the following statements would provide the most logical continuation of the final paragraph? [an idea or action described in the passage] is most similar to which of the following?
PHASE	Strand of the criterion	Question types
PHASE 5	<p>Analyse and draw conclusions from information, main ideas and supporting details</p> <p><i>*Analyse: Break down in order to bring out the essential elements or structure. To identify parts and relationships, and interpret information to reach conclusions.</i></p>	<p>Include questions using verbs such as: compare and contrast; classify; infer; categorize; prioritize; select; examine; interpret; comment on; break down; deduce; illustrate; reorganize; distinguish; conclude</p> <p>Questions could include:</p> <ul style="list-style-type: none"> Based on the purpose of this campaign, what do you think is the role of the images? Give at least two examples to support your conclusions. Based only on the final written text at the end of the commercial, what is the most important message for the audience? Explain, making direct reference to the actions of the child at the beginning of the TV ad. What do you see as other possible outcomes? Can you compare your...with that presented in...? Can you distinguish between...? Where are some of the motives behind...? What was the underlying theme of...? What evidence can you...? What is the relationship between...? What is the theme?
	<p>Analyse basic conventions including aspects of format and style, and author's purpose for writing</p> <p><i>*Analyse: Break down in order to bring out the essential elements or structure. To identify parts and relationships, and interpret information to reach conclusions.</i></p>	<p>Questions could include:</p> <ul style="list-style-type: none"> Give examples of techniques and effects the creator has used to communicate his or her message, ideas, point of view Ask the student to analyze the text type and features used to connect with an idea or emotion (for example, diary entry) The producer has purposefully...Why do you think he or she did this? What effect do you think the producer was aiming for by using...? Support your answer with examples. What does the creator want us to feel/think about...How does the creator make us think/agree/feel sad or shocked/understand? How does the producer of the text get us to connect with it (the angle or position of the image and text; the expressions of the people in the visual text; are the images real or abstract?)?

		<ul style="list-style-type: none"> • Are colour, lighting or special effects used? Does the color used create a certain effect? Is sound used, and if so, what effect does it create? • What opinion do you form from the images in the text (good person, bad person, happy, sad, cultural stereotype?) • What conclusions do you draw from the image and the text? How does this text make you feel? • What is your response to this text? Do you think your response is affected or influenced by the image?
	<p>Engage with the written and visual text by analysing ideas, opinions and attitudes and by making a personal response to the text based on personal experiences and opinions from a global perspectives</p> <p><i>*Analyse: Break down in order to bring out the essential elements or structure. To identify parts and relationships, and interpret information to reach conclusions.</i></p>	<p>Questions could include:</p> <ul style="list-style-type: none"> • What is the main point the producer is trying to make? • What is the producer's viewpoint on this issue? • How does the producer feel about this issue/matter? Give examples from the text to support your answer (for example, the voice; use of the first, second or third person; emotional tone; objective or subjective tone of the text; images and imagery used) • Compare yourself to the person in the...Image you are... • How do we know the child is...Why does he feel this way? What would you have done if you were in his shoes? • What is your perspective on this issue? Refer back to points made and examples given in the text, as well as personal experience, to illustrate your opinion.
PHASE	Strand of the criterion	Question types
PHASE 6	<p>Evaluate and draw conclusions from information, main ideas and supporting details</p> <p><i>*Evaluate: Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.</i></p>	<p>Questions should ask students to <u>analyze</u> language, content, structure, meaning and significance of both familiar and previously unseen texts; <u>detail</u> the effects of an author's choices on an audience; <u>express</u> an informed and independent response to literary and non-literary texts; <u>identify</u> literary and non-literary features and use the terminology in their responses.</p> <p>Include questions using verbs such as: define, give examples, compare and contrast; argue; give reasons for; judge; justify; criticize; consider; conclude; critique; summarize; appraise; suggest; decide; evaluate</p>

<p>Interpret the author's choice of style, format and ideas to suit an intended audience and purpose</p> <p><i>*Interpret: Use knowledge and understanding to recognize trends and draw conclusions from given information</i></p>	<p>Questions could include:</p> <ul style="list-style-type: none"> • What are the ideas, messages, attitudes presented by the producer? What is the producer trying to tell us? How has he or she expressed this meaning/opinion/concept? • What is the tone of the text (formal, sarcastic, ironic, aggressive, familiar, charming, rude, and enthusiastic?) • What does the tone of the text tell us about the meaning and the creator's attitude towards...? • Provide a list of words, images or extract from the text: <ul style="list-style-type: none"> - Why has the presenter used these words? - Who is the audience? Who are the viewers? What has the presenter done to get the interest of the viewer? - Why has the producer chosen these words/these images/this layout and presentation? • How does the author of this presentation create mood through the visuals that contradict the spoken message? • What is it about...that tells you...? e.g. What is it about the language choice that tells you it was written a long time ago? • What makes this a successful text? What evidence do you have to justify?
<p>Engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a personal response to the text based on personal experiences and opinions from a global perspectives</p> <p><i>*Evaluate: Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.</i></p>	<p>Questions could include:</p> <ul style="list-style-type: none"> • Is there a better solution to...? • Judge the value of...What do you think about...? • Can you defend your position about...?(compare) • Do you think...is a good or bad thing? • How would you have handled...? • What changes to...would you recommend? • Do you believe...? How would you feel if...? • How effective are...? • What are the consequences of...? • What influence will...have on our lives? • What are the pros and cons of...? • What is...of value? • Do you agree with the actions/outcome...? What is your opinion of...? • How would you prove/disapprove...? Can you assess the value or importance of...? • How could you evaluate...? How would you compare the ideas...? the people...? • What choice would you have made? • What makes this a successful text? What evidence to you have to justify your opinion? • Which is better and why? • What are the alternatives? • Can you distinguish the writer's own opinion?

		How do you know?
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